

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: CASTLE HILL ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Frances Fuce-Ollivierre**

**SAC Chair: Gary McCarthy**

**Superintendent: Mr. James Notter**

**Date of School Board Approval: 12/1/2009**

**Last Modified on: 09-11-2009**

**Dr. Eric J. Smith, Commission**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## VISION and MISSION STATEMENTS

Castle Hill Elementary School is dedicated to meeting the educational needs of all students in a safe learning environment.

Belief statements:

1. Learning must take place at home, at school and in the community.
2. Learning is an important aspect of a student's life. The school must provide educational opportunities from school readiness to adult education.
3. We are accountable for improving student achievement.
4. All students will learn when their individual needs are met.
5. All students will be taught how to learn.
6. We must prepare all students for a knowledge-based, technologically rich and culturally diverse 21st century.
7. We must provide a safe and secure environment, which is essential for teaching and learning.
8. Partnerships, which include parents, community and businesses, enhance student achievement with stakeholder involvement.
9. All individuals will be treated with respect and dignity.
10. Stakeholder involvement is a valuable tool for decision-making.
11. Professional staff development enhances a quality school.
12. The school is committed to promoting cultural diversity and reinforcing the positive tenets of character education in a democratic society.

VISION: To strive for educational excellence and build productive citizens to contribute to the community.

MISSION: By May, 2010, 65% of students in grades 3-5 will score at or above Level 3 on the FCAT Reading Assessment.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

##### Brief History and Background of the School

- Castle Hill Elementary is located in Lauderhill, Florida.
- Students feed into Lauderhill Middle, Lauderdale Lakes Middle and Boyd Anderson High School.
- Castle Hill Elementary is a Title 1 school.
- 91% of our students participate in the Free/Reduced Lunch Program.
- The school has been open since 1969 and has seen growth and diversity in the student population.
- The average class size is 18:1 in grades K-3 and 22:1 in grades 4 and 5.
- Castle Hill Elementary houses 2 Head Start Programs and 3 Pre-school ESE Programs.
- 99% Minority Rate

Unique School Strengths for Next Year

- Departmentalization
- Team Teaching
- 5 Nationally Board Certified Teachers

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Due to budget cuts, the science resource teacher has been placed back into a classroom.

Student Demographics

Student Demographics

97% Black  
1% Hispanic  
1% Multi Racial

Student Attendance Rates

Student Attendance Rates

93.90%

Student Mobility

Student Mobility

33.3%

Student Suspension Rates

In-school Suspension

1.90%

Out-school Suspension Rates

1.70%

Student Retention Rates

Student Retention Rates

6.245

Class Size

Student Retention Rates

PK-3 Average

16.13%

4 and 5 Average

20.64%

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

Lauderhill Middle School has a school grade of a "C" for the 2008- 2009 school. In addition, the school did not make a Adequate Yearly Progress.

Partnerships and Grants

Partnerships and Grants

- McDonalds
- Costco
- Publix
- WalMart
- YMCA
- Dominoes Pizza
- Barnes and Nobles
- City of Lauderhill
- Broward County Library (Lauderdale Lakes Branch)
- Galaxy Skateway
- Beautification Grant
- Social Studies Grant

Note: The following links will open in a separate browser window.

**School Grades Trend Data**

**Adequate Yearly Progress (AYP) Trend Data**

**Florida Comprehensive Assessment Test (FCAT) Trend Data**

**HIGHLY QUALIFIED ADMINISTRATORS**

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Frances Fuce-Ollivierre	Master in Educational Leadership	2	6	Moved prior school to an "A" in 2 003. Assisted in decreasing behavior referral rate by 30%. Castle Hill did not meet AYP for the 2008/09 school.
Assis Principal	Thaddeus Smith	Certification in educational Leadership	1	2	This is the first year as Assistant Principal at Castle Hill.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

**HIGHLY QUALIFIED INSTRUCTIONAL COACHES**

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Subject Subject Area Reading	Catherine Haskins	Elementary Education Reading Endorsement	13	10	2001-02: FCAT Grade C 2002-03: FCAT Grade B 2003-04: FCAT Grade C 2004-05: FCAT Grade B 2005-06: FCAT Grade C 2006-07: FCAT Grade C 2007-08: FCAT Grade C Met AYP 2004/05 ESOL Endorsed
Math/Science	Beverly Corridon	School Management and Instructional Leadership	4	4	2001-02: FCAT Grade C 2002-03: FCAT Grade B 2003-04: FCAT Grade C 2004-05: FCAT Grade B 2005-06: FCAT Grade C 2006-07: FCAT Grade C 2007-08: FCAT Grade C Met AYP 2004/05 school year ESOL endorsed

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

**HIGHLY QUALIFIED TEACHERS**

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
The New Educator Support Services (NESS) program is initiated for new teachers to the school or district. New teachers are invited to an orientation to the school before pre-planning days. Meetings are scheduled once a week during the school year for the first quarter to address concerns. Then bi-weekly in the last three quarters of the school year. Coaches are assigned to the teachers based on the grade level and experience. In addition, staff development is provided to the teachers on an individual basis.	Ann Rosenthal	2010	

**Non-Highly Qualified Instructors**

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Vicky Desmond	PreK/Early Childhood	Head Start	ESOL classes
Annie Edmonds	Elementary Education (K-6)	Grade 3	ESOL classes
Easter Huggins	Elementary Education (K-6)	Grade 1	ESOL classes
Laura Friedline	Elementary Education (K-6)	Kindergarten	ESOL classes
Stephanie Williams	Elementary Education (K-6)	Grade 2	ESOL classes
Carole Garrick	Elementary Education (K-	Grade 3	ESOL classes

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
46	0	48	23	29	35	97	4.3	9.2	97

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beverly Corridon Curriculum Facilitator	Stephanie Williams Fourth grade teacher	Dr. L. Corridon, Curriculum Facilitator with new teacher for additional support in behavior management and instructional delivery.	Modeling writing and math strategies: Coaching and observation of experienced teachers
Catherine Haskins Reading Coach	Laura Friedline Second grade teacher	Second year teacher was mentored by the Reading Coach, Mrs. Haskins to increase reading strategies for the second grade students.	Modeling reading strategies and mentoring the teacher for support.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Title 1 funds at Castle Hill Elementary School are used to provide supplementary instruction to raise the achievement levels of students who are failing to meet state standards. Our Title 1 funded personnel are instructional or support staff who directly contribute to the education of our children and parents. Since our school has more than 50% of students receiving free or reduced priced meals, all Castle Hill Elementary students benefit from Title 1 funding.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Supplemental academic instruction to provide extended learning opportunities for targeted students in math and reading.

Violence Prevention Programs

NA

### Nutrition Programs

### Housing Programs

### Head Start

#### Head Start

Castle Hill Elementary has 2 Head Start Classes with 18 students in each class. The classes have a full time teacher and teacher assistant. Our Head Start Program provides comprehensive services for our low -income preschool children and their families. These services include educational, social, medical, vision, dental, nutritional and mental health services. Families attend at no cost. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Parental involvement is an essential part of the program. Our parents receive training and education to foster their understanding and involvement in the development of their children.

### Adult Education

NA

### Career and Technical Education

NA

### Job Training

NA

### Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team.  
Principal  
Assistant Principal  
Classroom Teacher  
Guidance Counselor and ESE Specialist  
Reading Coach  
Speech Pathologist  
School Social worker  
School Psychologist  
Parent/Guardian

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The school-based Response to Intervention (RtI) Leadership team's main function is to provide support to the teachers to increase student achievement. Team meetings are regularly scheduled bi-monthly and case managers are assigned to assist the teacher with specific interventions to improve poor behavior, academics or a combination. It is the belief of the Response to Intervention (RtI) Leadership Team that with appropriate support, teachers can assist a range of intervention students. Furthermore, interventions must be implemented, monitored, reviewed and changed as necessary to judge their effectiveness.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The school-based Response to Intervention (RtI) Leadership Team will works collaboratively with the School Improvement Team and School Advisory Committee to develop and implement the school improvement plan. The staff will be inserviced on the process for identifying and referring students for support. The Response to Intervention (RtI) team also facilitates the process in initiating goals for the school improvement plan.

### RtI Implementation

Describe the data management system used to summarize tiered data.

In order to implement a successful RtI execution, real-time use of data will be used from a Broward database, walk through

logs. In addition, teacher observations will be executed to make decisions for instruction and interventions (data-driven decision-making).

Describe the plan to train staff on RtI.

Professional Development will be planned during pre-planning days.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Results of the Spring 2009 administration of the FCAT Mathematics indicate that 49% of third grade students scored at or above level 3. Sixty-two percent of fourth grade students scored at or above level three and 44% of fifth grade students scored at or above level three. The scores also indicated that in third grade, data analysis was the weakest area while number sense was their area of strength. Fourth grades areas of weakness were algebraic thinking and data analysis with number sense as the area of strength. Fifth grades areas of weakness were measurement, geometry and data analysis with number sense as the area of strength.

The results of the Spring 2009 FCAT Science scores indicate that 50% of fifth grade students scored at Level 1, 38% at Level 2 and 12% at Level 3 or above. Eighty eight percent of the students scored level 2 or below. Life science is the area of strength while physical and chemical science, earth and space science and scientific thinking are the weak areas.

Results of the Spring 2009 FCAT Reading indicates that 52% of third grade students, 45% of 4th grade students and 46% of fifth grade students scored level 2 or below. Scores indicate that in grades 4 and 5 words and phrases is the weak area.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars (IFC) were created in July 2009. The IFC's were developed using current disaggregated data from the FCAT 2009 assessments, benchmarks were selected based on weaknesses and strengths for each grade level. The duration of the instruction was based on the item specifications and the number of benchmarks for each strand to be taught for each grade level. Teachers were involved in the development during July. The IFCs will be reevaluated in an on going process throughout the school year using BAT 1, 2 and mini assessment scores. All teachers will follow the instructional focus calendar for their specific grade level. Mini assessments will be administered bi-weekly to determine instructional mastery. IFCs will be monitored through frequent classroom walkthroughs and data meetings. Assistance will be provided to those teachers who struggle with implementing the IFC's through instructional and peer coaching, conferences and staff development. The Reading Coach is responsible for monitoring the steps in the reading plan. The Curriculum Facilitator will be responsible for monitoring the math benchmarks. Whole group reading instruction will follow the Comprehensive Core Reading Program (CCR) as outlined in the District's Comprehensive Reading Program. Integral to the program design is the explicit, systematic and interactive instructional design that is focused on the five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

#### Mathematics:

In the content area of mathematics, the areas of emphasis for all grade levels will be number sense. Additionally, third grade data analysis will be the focus. In fourth grade algebraic thinking and data analysis. In fifth grade measurement, geometry and data analysis will be the focus.

#### Reading:

In reading, the priority will be on Main Idea and Author's Purpose in all grade levels. Fourth grade will focus on words/phrases. And in fifth grade reading the focus will be on reference skills.

#### Writing:

The focus for all grade levels is to build vocabulary and organizational skills. Fourth grade will focus on organization of narrative writing.

Science: All areas will be the focus with an emphasis on short and extended response for Physical and Chemical Science, Earth/Space and Scientific Thinking will be given priority.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Teachers in grades 3-5 will be assigned to subject areas based on their strengths using data and differentiated instruction. In addition, students will be monitored closely through progress monitoring of data. Re-teaching strategies will be used for students not meeting proficiency in specific benchmarks. Small group instruction will focus on remediation skills will be implemented by the classroom teacher. Teachers will discuss, plan, and implement best practices and coordinate instruction for improvement of student achievement in reading at the various grade levels.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students are exposed to hands-on activities and real-life situations when problem solving. Additionally, the school participates in the "Kids and the Power of Work" (KAPOW) program which promotes career exposure from all different genres to students. Field trips are also planned as part the curriculum to expose students real life career situations.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

## **DO**

### **Direct the Instructional Focus**

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

For the 2009-2010 school year, grades 3-5 will be departmentalized. Instructional Focus Calendars and SIP goals will be developed by the teachers, as well as, the leadership team. Teachers will meet throughout the school year (horizontally) to discuss instruction within their grade levels. Learning communities will be developed to address goals for reading, math, writing and science. Teachers will share best practices and resources to meet the developed goals.

How are instructional focus lessons developed and delivered?

Lesson plans will be developed using the item specifications, Instructional Focus Calendars, BEEP Lesson Plan guidelines and subject area resources such as textbooks. The lessons will align with the IFC's based on the grade level benchmarks. Teachers will be responsible for specific subjects during their instructional block. In third and fourth grade teachers will be responsible for reading and writing or math and science. In fifth grade teachers will be responsible for reading and writing, math or science. Each grade level will have a ninety minute reading block, sixty minutes for math, writing, science and social studies. Extended time will be provided for intervention and enrichment groups for reading and math.

How will instructional focus lessons be revised and monitored?

The IFC's will be revised in an ongoing process through frequent monitoring of data and meetings. Assessments will be administered biweekly to determine the effectiveness of the lessons. Teachers will meet frequently to discuss and evaluate student progress.

## **CHECK**

### **Assessment**

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

In Reading, the Broward District Benchmark Assessment Test (BAT) will be given in September 2009 and again mid-year. Mini and program assessments will be used to determine student comprehension of specific benchmarks on a bi-weekly bases. Ongoing screening instruments will be used to monitor the progress of level one and two students, such as River Deep Reading, STAR Reading Inventory and CCC Reading. The district's mini-assessments and the diagnostic assessments of Reading will also be used as progress monitoring tools. Teachers will meet with the principal and support staff. for quarterly data chats. However, assessment data will be reviewed during team meetings on a bi-weekly basis. In Writing, monthly prompts will be administered and a pre/post test will be given to all students in grade 3-5. In Science, district pre/post tests and mini-assessments will be administered. In Math, initial baseline data will be obtained by using the 2009 District Benchmark Assessment Data as identified in September, 2009 administration. A December mid-year evaluation will be given to determine how much progress students have made to achieve the math objectives. Furthermore, River Deep Math will be implemented and assessed.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Students reaching mastery will be identified at or above eighty percent on an assessment. Re-teaching strategies will be used for student's not meeting proficiency in specific benchmarks. The classroom teacher will implement small group instruction, focusing on remediation skills. Teachers will discuss, plan and implement best practices and coordinate instruction for improvement of student achievement at the various grade levels. Small groups will be developed based on assessment scores to address any deficiencies. Additionally, those students not meeting mastery will be offered after school tutorials in mathematics and reading.

#### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The instructional calendar will be re-evaluated after each scheduled assessment. Analysis of data will determine which students require tutorials vs. enrichment. Teachers will develop lessons for on going review and assessing of benchmarks. Monitoring of data with frequent classroom walk-throughs will be one of the most essential elements of the Instructional Focus Calendar.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The Leadership Team will meet weekly to review current data and goals. Teachers will be responsible for monitoring student achievement and progress. Grade level team meetings will be held weekly to discuss data and lesson planning in all subject areas.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and the Leadership Teams roles as Instructional Leaders encompass the following strategies:

- Disaggregate test data to identify strengths and weaknesses.
- Develop an instructional timeline
- Monitor the instructional focus lesson plans
- Monitor frequent assessments and provide feedback to teachers and students
- Monitor tutorials to re-teach target areas not mastered
- Provide enrichment opportunities for students who have mastered target areas
- Frequent classroom walkthroughs
- Facilitate meetings to assess team goals

#### ACT

##### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Intensive Interventions: Compass Odyssey, Great Leaps Reading, River Deep, Road to the Code, Destination Reading, Quick Reads, Words Their Way, Voyager, Elements of Reading Vocabulary, Text Talk, Push-In Support, Small Group instruction, After School Tutorials, Reteaching,

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- Walk-to-Read Voyager program for Tier 2 and Tier 3 students
- Iii Intensive groups 20-30 minutes per day for students identified deficient in reading skills
- Pull-out reading instruction by special area teachers using BAT scores to identify students
- Mini BAT results used to schedule additional instruction of benchmark skills prior to FCAT
- After school reading and math camps for students scoring non proficient on BAT's
- Reading instruction for ESOL students (A1, B1 and B2) together with one teacher in grades 3-5

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development needs will be determined through data analysis by grade levels and school wide observation and walk through logs. In addition, teachers will identify individual goals through professional development plans.

Which students will be targeted for supplemental and intensive instruction/interventions?

Additional assistance will be offered to students that are identified as intensive. Students will be identified as targeted for supplemental instruction through AYP subgroups for Black, disadvantaged, ESE and ESOL. Additionally, students will be screened for deficiencies using diagnostic screening instruments for reading and math. Also, students who consistently demonstrate academic difficulty based on observations or referrals from teachers, administrators, parents, and counselors.

How will the effectiveness of the interventions be measured throughout the year?

Students that will be receiving interventions will be monitored using assessment for pre and post monitoring. Collaborative Problem Solving and the Response To Intervention model will be used as the method to ensure that support is provided from all resources available. Parents will be invited to participate in the process. Classroom teachers, support staff and administration will be responsible for monitoring the effectiveness of the intervention based on student progress throughout the school year. Frequent data meetings will be held throughout the year and focus on best practices and student progress. District mini assessments will be administered on a periodic basis to assist in instructional decisions about all interventions. Classroom walk throughs will be consistent and data will be shared.

**Enrichment**

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students will be homogenously placed in groups based on assessment scores, special program requirements and screening instruments. Third through fifth grade will be homogenously grouped which will allow teachers to support acceleration of instruction for identified students. Project based activities and centers will be used as strategies for enrichment. In addition, afterschool clubs and programs will be offered.

Describe how students are identified for enrichment strategies.

Students will be identified for enrichment strategies through on going data reviews and teacher evaluation.

**Professional Learning Communities**

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
3-5 Grade, Writing the focus will be on organization and vocabulary.	Team Leader/Principal Ms.Trotter	September monthly 60 minutes	2nd Tuesdays each Month	Data Analysis Expository Writing focus Examine student work
5th Grade, Science	Team Leader/Principal Mrs. Scates	September start date. Monthly 60 minutes	2nd Tuesdays each Month	Data Analysis Student work
3- 5 Grade, Reading all grade levels will focus on main idea. Fourth grade words and phrases. Fifth grade will focus on reference skills.	Principal/Team Leader Mrs. Haskins	September start date. Monthly 60 minutes September start date.	2nd Tuesdays each Month	Data Analysis student work literature and research reviews
3-5 Grade Math Third grade will data analysis. Fourth grade will focus algebraic thinking and fifth grade will focus on measurement, geometry and data analysis. all grade levels will focus on number sense.	Team Leader Dr. Corridon	September start date. Monthly 60 minutes	2nd Tuesdays each month	Data Analysis student work
NESS meetings New Educator Support System	Ann Rosenthal, PLACE teacher	August start date. monthly meetings assigned to a mentor.	1st Thursday of the month	Best practices and guidelines and procedures for a new educator in all areas.

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/30/2009 1:41:38 PM)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/30/2009 2:02:31 PM)

## Pre-School Transition

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them to the school and the expectations for the coming year.  
In addition, Open house will be offered to parents to come and visit classroom and discuss the curriculum.

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 58% of the students achieved mastery on the 2009 administration of the FCAT reading test.		In grades 3-5, 65% of the students will achieve mastery on the 2010 administration of the FCAT reading test		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Grades 3-5 will departmentalize in grades 3-5. Teachers will focus on 1-2 subjects for instruction.  Lessons will include strategies to address differentiated instruction.	Reading Coach Mrs. Haskins	Monitoring during walk throughs and assessment data. Data meetings will be held bi-weekly in team meetings.  Lesson plans will be reviewed and monitored on going.	Walk through log; mini-assessments; Treasures reading assessment; Compass Odyssey; STAR
2	Develop an instructional focus for reading aligned with reading with 2009 data. The IFC's are aligned to the districts.	Reading Coach, Mrs. Haskins	Data meetings and walk throughs, frequent monitoring and assessing.	Walk through log; Assessment database; RiverDeep; STAR ; Compass Odyssey

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 63% of the students achieved learning gains on the 2009 administration of the FCAT reading test.		In grades 3-5, 68% of the students will achieve high standards on the 2010 FCAT reading test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Data chats with teachers in grades 3-5 conducted after Broward Assessment Test 1 and 2.	Catherine Haskins, Reading Coach	Data chats to review data; walk through monitoring	Assessment Database; STAR; mini-assessments; teacher made assessments.
2	Informational text through science and social studies.	Catherine Haskins, Reading Coach.	monitor during walkthroughs; data chats with teachers and students; newspaper and magazines activities integrated into curriculum	Walk through Log; STAR; mini-assessments; teacher made assessments.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 52% of the students in the AYP group, economically disadvantaged scored at level 3 or above on the FCAT reading assessment.		In grades 3-5, 65% of the students in the AYP group, economically disadvantaged will score at level 3 or above on the FCAT reading assessment		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Monthly data chats with	Mrs. Haskins, Reading	Data chats with teachers;	mini assessments; teacher

	teachers and students	Coach	review lesson plans for differentiated instruction; class room walk throughs; assessment data	observation; STAR ; chapter test;
2	Monitor groups using classroom walkthroughs and assigning a point person to target the progress of each student.	Mrs. Haskins, Reading Coach	Data chats with teachers; review lesson plans for differentiated instruction; class room walk throughs.	mini assessments;teacher observation; STAR; Broward Enterprise Education Portal resources

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 65% of the lowest 25% made gains in 2009 Reading assessment.		In grades 3-5, 68% of the lowest 25% will make gains on 2010 FCAT Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Data chat with teachers and students. team meetings will include strategies to increase proficiency in vocabulary development.	Ms. Haskins Reading Coach	Lesson plans to address differentiation of instruction. classroom Walk throughs; monitoring assessment data.	mini assessment; STAR; teacher observations; Treasures reading assessments; (BEEP)

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 administration of the FCAT reading assessment, 100% for the AYP subgroup of English Language Learners (ELL) scored level two or below.		On the 2010 FCAT reading assessment, 10% of the the AYP subgroup for the English Language Learners will score level three or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly data meetings will be conducted to discuss and track student progress and implementation strategies to ensure continued improvement.	Ms. Feary, Guidance Counselor	Formative assessments; data collection; Walk throughs to determine differentiation of instruction.	Mini assessments; chapter test; Teacher observations

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 29% of the AYP subgroup for ESE non gifted scored level three or above on the FCAT reading assessment.		On the 2010 FCAT reading assessment, 39% of the ESE non gifted students will score level three or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly data meetings will be conducted to discuss and track student progress and implementation strategies to ensure continued improvement. Instructional focus calendars will be modified as needed.	Ms. Fields, ESE teacher and Mrs. Chevy, ESE Specialist	Formative assessments; classroom Walk throughs; dat collection and analysis; differentiated instruction; monitor	mini assessments; teacher observation; teacher made assessments; chapter test

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 65% of the students will achieve mastery on the 2010 administration of the FCAT reading test	Implementation of the instructional focus calendar	Reading Coach, Catherine Haskins	July 2009	Data chats, classroom walk throughs, and assessments.	Reading Coach, Catherine Haskins
In grades 3-5, 65% of the students in the AYP group, Black, will score at level 3 or above.	Differienated instruction	Reading Coach, Catherine Haskins	September 2009	Data chats, classroom walk throughs, and assessments.	Reading Coach, Catherine Haskins

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every**

**Teacher**

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
McGraw-Hill 3rd grade reading series: Triumphs	General budget	\$10,000.00
		<b>Total: \$10,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
- Lab top carts - Projectors	Title 1	\$10,000.00
		<b>Total: \$10,000.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading conferences	TDIF Grants	\$4,000.00
		<b>Total: \$4,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$24,000.00</b>

*End of Reading Goal*

## Mathematics Goal

**Needs Assessment:** Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 54% of the students meeting high standards on the 2009 FCAT math assessment.		In grades 3-5, 64% of the students meeting high standards on the 2009 FCAT math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grades 3-5 will departmentalize.	Dr. Corridon, Curriculum Facilitator	walkthroughs; lesson plans; assessments aligned to the specific benchmarks	Walk through logs; mini assessments; Harcourt chapter test; Measure Up; math journals
2	Develop an instructional focus for math during July based on the 2009 FCAT results by grade level.	Dr. Corridon, Curriculum Facilitator	Assessments (BAT 1 and 2, mini-assessments bi-weekly) and walk throughs; lesson plans	Walk through logs; mini assessments; Harcourt chapter test; Measure Up; math journals
3	Data chats with the teachers and students.	Ms. Ollivierre, Principal	walkthroughs; lesson plans; assessments aligned to the specific benchmark	Walk through logs; mini assessments; Student math grades; math journals

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 69% of the students in the lowest 25% achieved learning gains on the 2009 FCAT math assessment.		In grades 3-5, 75% of the students in the lowest 25% will achieve learning gains for the 2009 FCAT math assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review lowest 25% student assessment data bi-weekly.	Curriculum Facilitator, Dr, Corridon	. Teachers will review results bi-weekly and discuss student progress during data chats.	Mini assessments based aligned with math benchmarks; math journals; Buckle down
2	Use specific intervention strategies during instruction to address deficiencies.	Curriculum Facilitator, Dr. Corridon	Teachers will use additional intervention strategies during instruction. The Curriculum Facilitator will model strategies for teachers.	. Walk through logs and mini assessments aligned with math benchmarks; math journals; Buckle Down
3	Small group intervention based on assessment data.	Curriculum Facilitator, Dr. Corridon	evaluation of assessment data; classroom walk throughs	Walk through logs ; mini assessments; Buckle Down, Harcourt unit assessments

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 52% of the students in the AYP group, economically disadvantaged, scored at level 3 or above on the FCAT math assessment.		In grades 3-5, 68% of the students in the AYP group, economically disadvantaged will score at level 3 or above on the FCAT Math assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Data chats with teachers and students.	Principal, Ms. Ollivierre and Dr. Corridon, Curriculum Facilitator	assessment data; class room walk throughs; student conferences	walk through logs; mini assessments; Harcourt unit test; Buckle Down; STAR math; math journals
2	Target students in the economically disadvantaged AYP for close monitoring using data.	Dr. Corridon, Curriculum Facilitator	. Reading Coach and administrators will conduct walk throughs.	walk through logs; mini assessments; Harcourt unit test; Buckle Down; STAR math; math journals

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
57% of ESE non-gifted students scored level 3 or above on the 2009 administration of the FCAT.		64% of ESE non-gifted students will score level 3 or above in mathematics on the 2009 administration of the FCAT.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Monthly data meetings will be conducted to discuss and track students' progress and implementation strategies to ensure continued improvement. IFC will be modified as needed.	Dr. Corridon	8-step process assessment data; classroom walk throughs; lesson plans	Harcourt chapter test CCC Success Maker Measuring UP math journals

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
On the 2009 reading FCAT assessment, 27% of the English Language Learner (ELL) students in grades 3-5 achieved a level 3 or above.		On the 2010 reading assessment, 32% of the AYP subgroup for the english Language Learner (ELL) students will achieve a level 3 or above.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Bi-weekly data chats will be conducted to monitor the progress of the students	Ms. Feary, Guidance Counselor	classroom walk throughs; assessment data; lesson plans	mini assessments: Buckle Down math; STAR math; teacher observation;

				chapter test
2	Differentiation of instruction of math benchmarks.	Dr. Corridon, Curriculum Facilitator	classroom walk throughs; assessment data; lesson plans; center activities	mini assessments; Buckle Down math; STAR math; teacher observation; chapter test

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 68% of the students will achieve mastery on the 2010 administration of the FCAT math test.	Item specification for the math benchmarks	Dr. Corridon, Curriculum Facilitator	2009/10	classroom walk through logs and lesson plans	Dr. Corridon Curriculum Facilitator
In grades 3-5, 68% of the students in the AYP group, Black, will score at level 3 or above.	Differentiating Instruction for Math	Mr. McKenzie Math resource Teacher	2009/10	Modeling of strategies and Learning Communities.	Curriculum Facilitator, Dr. Corridon

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives and various math supplies	general budget	\$1,000.00
		<b>Total: \$1,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Provide subs for release time.	Title 1	\$1,500.00
		<b>Total: \$1,500.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$2,500.00</b>

*End of Mathematics Goal*

**Science Goal**

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 15% of the students achieved a level 3 or above on the FCAT science test.		In 2010, 25% of the students in grade 5 will achieve a level 3 or above on the FCAT science test		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Provide hands on laboratory experiences three times a week.	Ms. Ollivierre, Principal	The principal will monitor scheduled lab times during walk through visits.	Mini assessments science journals; chapter test; research projects; walk through log.
2	Provide journals to	Principal, Ms.	Classroom walk throughs	Extended response

	document science investigations notes and responses.	Ollivierre and Ms. Scates, Science Teacher	and random questioning of the students.	assessments; chapter test; lab journals;
3	Science camp and small intervention groups based on on going data.	Mrs. Scates, Science Teacher	Science camp and small intervention groups based on pre and post test data. Technology will be intergrated through Broward Enterprise Education Portal (BEEP).	Mini assessments; science journals; walk through logs; Chapter test; Science projects
4	Data chats will be conducted with teachers and students once a month.	Principal, Ms. Ollivierre	Assessment data; classroom walk throughs	mini assessments; science journals; Chapter test.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In 2010, 25% of the students in grade 5 will achieve a level 3 or above.	Planning and implementation of the item specifications for Science.	Ms. Scates, Science Teacher	September 2009	Learning Communities will review student work, assessment results, and share best practices.	Curriculum Facilitator, Dr. Corridon

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science equipment and kits	general fund	\$600.00
<b>Total: \$600.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
subs for release time	Title 1	\$1,000.00
<b>Total: \$1,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$1,600.00</b>		

*End of Science Goal*

**Writing Goal**

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
On 2009 administration of the FCAT writing test, 90% of the students in 4th grade scored level 3.5 or above in writing.		On 2010 administration of the FCAT writing test , 95% of the 4th grade students will achieve a 3.5 or above	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Students will use the writing process daily as scheduled on the IFC's for writing. The	Team Leader, Ms. Trotter	Administration will monitor the editing process by reviewing student drafts	FCAT released prompts for pre, mid and post assessments

	writing process will be taught as well as integrated writing of all subjects areas		bi-monthly. Teacher and peer conferencing will be used as a strategy. Monitoring of student progress will be discussed at data chats.	
2	Technology integration through Broward Enterprise Education Portal.	Team Leader, Ms. Trotter	A pre, mid and post assessments will be used beginning in September to monitor student progress.	FCAT released writing prompts using the writing rubric.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 administration of FCAT writing test 66% of the students in the AYP subgroup for ESE scored 3.0 or higher.		On 2010 administration of FCAT writing test, 70% of ESE students will score 3.0 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly data meetings will be conducted to discuss and track students' progress and implementation of strategies to ensure continued success. 2. Writing strategies will be incorporated across the curriculum.	Catherine Haskins, Reading Coach	8-Step Process; assessing; monitoring; data chats; intervention and enrichment groups	Writing Prompts bi-weekly

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT writing assessment, 60% of the students in the AYP subgroup for English Language Learners scored 3.5 or above.		On the 2010 FCAT writing assessment, 65% of the AYP subgroup for English Language Learners will score 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the AYP subgroup for English Language Learners will be targeted for writing camp.	Mrs. Trotter, Fourth Grade Team Leader and Ms. Feary, ELL Facilitator.	Classroom walk throughs; writing journals; writing prompt assessments	Scored assessments using the FCAT writing rubric; writing portfolios

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on the 2010 FCAT writing assessment, 95% will achieve 3.0 or above.	Teaching the Expository and Narrative writing process.	Team Leader, Ms. Trotter	2009/10	Student writing assessments and portfolios.	Ms. Ollivierre, Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute coverage for professional development.	Title 1	\$500.00
<b>Total: \$500.00</b>		
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$500.00</b>

End of **Science** Goal

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 parent and teacher surveys, training in reading and technology need to improve.		In 2010 parent attendance to trainings will increase to 30%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Plan for a series of training to increase parental information on reading strategies and integrate technology at home. Report card night will provide opportunities for parents to conference with their child's teacher regarding academic progress. Parentlink and newsletters will be used to communicate these events.	Catherine Haskins, Reading Coach  Dr. Corridon, Title I Facilitator	Parent surveys; Sign -in list at trainings.  Parent feedback during conferences.	Parent sign -in list; survey parents; follow up assignment for parents;
2	Promoting parent night utilizing partners in the community such as McDonalds night.	Sara McIntosh  Community Liaison	Attendance of parents.	Sign-in list;survey;feedback from parents and students.

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2010, parental attendance to parent meetings will increase by 30%.	Materials for parents regarding reading strategies	Community Liaison	2009/2010	Parent surveys and sign- list.	Sara McIntosh, Community Liaison
Pajama Night (Make and take activities)	Reading games and activities that will be shared with parents to take home.	Ms. Haskins, Reading Coach Community Liaison, Sara McIntosh	November 2009	Parent sign in list and surveys	Sara McIntosh
Parent Night will focus on parenting skills and strategies for homework, time management, and resources.)	Resource materials.	Sara McIntosh, Community Liaison	October 2009	Parent sign in list and surveys	Sara McIntosh, community Liaison
Technology Night	Websites to use for reading and math tutoring.	Mrs. Clark, Technology Specialist	January 2009	Parent sign in list and surveys	Mrs. Clark, Technologist

### Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Parent reading books	Title 1	\$500.00
Agendas	Title 1	\$3,000.00
materials and supplies for workshops	Title 1	\$800.00
		<b>Total: \$4,300.00</b>
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Pajama Night ( model reading strategies)	Title 1 and general budget	\$300.00
Technology Night	Title I	\$300.00
Family Night (parenting skills)	Title 1	\$300.00
		<b>Total: \$900.00</b>
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$5,200.00</b>

*End of Parent Involvement Goal*

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**Other Goals**

No Other Goals were submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McGraw-Hill 3rd grade reading series: Triumphs	General budget	\$10,000.00
Mathematics	Manipulatives and various math supplies	general budget	\$1,000.00
Science	Science equipment and kits	general fund	\$600.00
Parental Involvement	Parent reading books	Title 1	\$500.00
Parental Involvement	Agendas	Title 1	\$3,000.00
Parental Involvement	materials and supplies for workshops	Title 1	\$800.00
			<b>Total: \$15,900.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	- Lab top carts - Projectors	Title 1	\$10,000.00
			<b>Total: \$10,000.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading conferences	TDIF Grants	\$4,000.00
Mathematics	Provide subs for release time.	Title 1	\$1,500.00
Writing	Substitute coverage for professional development.	Title 1	\$500.00
Science	subs for release time	Title 1	\$1,000.00
Parental Involvement	Pajama Night ( model reading strategies)	Title 1 and general budget	\$300.00
Parental Involvement	Technology Night	Title I	\$300.00
Parental Involvement	Family Night (parenting skills)	Title 1	\$300.00
			<b>Total: \$7,900.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$33,800.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/30/2009 2:18:29 PM)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Student incentive programs	600
Materials and supplies for camps	1000

## Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council will be monitoring the goals of the School Improvement Plan. Additionally the council will support activities for parents and students to increase achievement.

### SAC Members

#### **Members**

- 1) Frances Fuce-Ollivierre, Principal
- 2) Gary Mccarthy, SAC Chair
- 3) Calvin Williams, Student
- 4) Melanie Fields, Teacher
- 5) Kaytrina Hall, Business Member
- 6) Charlotte Underwood, Parent
- 7) Cheri Robinson, Community Member
- 8) Dr. B. Corridon, School Support Personnel
- 9) Pauline Ralston, Union Steward
- 10) Thaddeus Smith, Assistant Principal

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CASTLE HILL ELEMENTARY SCHOOL 1461												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 340 Math: 340		2008-2009 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	54	N	53	N	89		Y				NA	44	46	N	48	47	N	60	N	56	N	
WHITE		NA		NA		NA		NA			NA				NA			NA			NA					
BLACK	100	Y	100	Y	53	N	53	N	89		Y				NA	45	47	N	48	47	N	59	N	56	N	
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	52	N	52	N	90		Y				NA	45	48	N	47	48	N	58	N	55	N	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CASTLE HILL ELEMENTARY SCHOOL 1461												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 321 Math: 321		2007-2008 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	99	Y	99	Y	56	N	52	N	89		N				NA	40	44	NA	43	48	NA	58	NA	58	NA	
WHITE		NA		NA		NA		NA			NA				NA			NA			NA					
BLACK	99	Y	99	Y	55	N	52	N	89		N				NA	40	45	NA	44	48	NA	58	NA	58	NA	
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	55	N	53	N	90		Y				NA	41	45	NA	42	47	NA	56	NA	58	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CASTLE HILL ELEMENTARY SCHOOL 1461												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 325 Math: 325		2006-2007 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	60	Y	57	Y	88		Y				NA	44	39	NA	47	43	NA	57	NA	57	NA	
WHITE		NA		NA		NA		NA			NA				NA			NA			NA					
BLACK	100	Y	100	Y	60	Y	56	Y	87		Y				NA	44	38	NA	47	44	NA	56	NA	57	NA	
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	58	Y	87		Y				NA	46	41	NA	47	42	NA	55	NA	56	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA					

## SCHOOL GRADE DATA

Broward School District CASTLE HILL ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	58%	54%	90%	15%	217
<b>% of Students Making Learning Gains</b>	63%	65%			128
<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>					

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	69% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					479	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District CASTLE HILL ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	59%	53%	84%	19%	215	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	56%	56%			112	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	58% (YES)	64% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					449	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District CASTLE HILL ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	62%	58%	90%	24%	234	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	60%	62%			122	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	54% (YES)	56% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					466	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested